



Northland Community & Technical College Developmental Ed Task Group Meeting

Date & Time: February 5, 2016 at 1:00 p.m.
Campus & Room # 149/601

MINUTES

Attendees: **Jennifer Borsvold, Brian Huschle, Jen Dahlen, Bobbie Taylor, Mike Curfman, Ruth Christianson, Mike Simmers, Farah Rahnama,**
Absent: **Carey Castle,**

Topic	Responsible Party	Discussion/Outcome
Call to order:		1:05
1. Accuplacer/ACT	Brian	Update on state surveying of Dev Ed practices if available: Should have late in Spring semester.
2. Policy 3340 Revisions	All	<p>Questions: Why add placement score levels to policy? Will not add as policy. Why add fee structures and such to policy? Will not add as policy. Policy vs Procedure vs Practice: Discussed – Discussion of procedure verses practice. The group seemed to have some type of consensus that it would be good to get the various parts better ‘codified’ into a single place. Group was not clear yet if the recommendation for this to be a procedure or other form. Tabled for further discussion.</p> <p>Discussion of specific changes: It was determined to set aside question of adding a writing assessment tool change to policy for this year; we will look at further data from NCTC and MnSCU.</p> <p>Discussion: Placement exam retakes: A recommendation to remove the six credit minimum/contingency for extending accuplacer scores for students who are continuously</p>

		<p>enrolled. Also a recommendation to extend in the same manner for ACT expiration. Brian will discuss this issue some more with Carey and with the ASC and Heather. Tabled for further discussion.</p> <p>Discussion of English assessment and course success data provided: Factors for the significant change in Comp I success by placement score in FY15 may include: Football. LA program enrollment drop; the acceptance of ACT scores as Accuplacer waiver (may serve as a filter for stronger students who previously placed into Engl 0095).</p> <p>Discussion of Math assessment and course success data: Farah, Mike, and Brian briefly discussed the results for MATH0094 in particular. The department may need to look at the course more closely – in the past it was 5 credits and not 4. Right now, given the success rate, it is not clear that it serves students very well in its current structure.</p>
3. AMP Goal 9	Brian	<p>See below or go to http://www.northlandcollege.edu/amp/ :</p> <p>ALL: Group will review and we will add suited items to agenda from any of the 21 goal areas. (BRIAN: carry over recommended steps from Goal 9.) (NOTE: Goal 9 is attached below.)</p> <p>BRIAN: Send out Dev Ed PPT from October conference.</p>
4. ELL Cohort Potential at Dev Engl Level.	Brian	Update: Grant submitted.
5. ASC Updates	Jennifer	Nrock English: Not currently being recommended by advisors. The English tool is not developed and does not pertain to our setting for prep for accuplacer/accuplacer prep. (This is in contrast to the Nrock Math tool.)
6. ABE/Math 0080	Jennifer	Update: ran out of time.
7. Next Meeting		Brian will need to schedule. Group disbanded at 2:00. We will call it rising motion of adjournment☺

Goal 9: Support and Enhance Developmental Education

Objective 9.1

Ensure access to affordable education in Math and English for students placing below high school level. **Lead Responsibility:** Academic Dean. **Resources:** Implement requirements or incentives for student participation (Strategies 1, 5).

Strategies and Timeframes for 9.1

1. Provide review services for retesting. (Fall 2016)
2. Examine fee for service, fractional credit, Adult Basic Education (ABE), and other delivery modes for students needing this level of education. (Ongoing)
3. Review other colleges' curricula and non-credit models for creative solutions. (Ongoing)
4. Review revised developmental course curriculum to identify necessary levels for all programs areas and update developmental grid. (Fall 2016)
5. Investigate closer alignment with College Prep program in MN, including Mind Quest Academy. (Ongoing)

Benchmarks for 9.1

1. Developmental curriculum reviewed and revised where necessary.
2. Developmental grid updated and current with curriculum options.

Objective 9.2

Improve success rates in developmental courses. **Lead Responsibility:** Academic Deans. **Resources:** Institutional Research.

Strategies and Timeframes for 9.2

1. Evaluate success rates of developmental reading and writing sequence annually. (Ongoing)
2. Evaluate success rates of developmental math sequence annually. (Ongoing)
3. Evaluate success rates at both course level and (if possible) sequence level. (Ongoing)

Benchmarks for 9.2

1. 73% success rate at course level for all courses in sequences.

Objective 9.3

Develop an institutional and/or program structure that encourages early completion of developmental education in math, reading, and writing. **Lead Responsibility:** Academic Deans. **Resources:** Ongoing.

Strategies and Timeframes for 9.3

1. Identify and review models and best practices for small to mid-sized institutions in assuring early developmental education completion. (Spring 2017)

2. Identify models that best fit NCTC and examine their viability from a student success and financial perspective. (Spring 2017)
3. Implement best model(s) at institutional or program levels. (Spring 2017)

Benchmarks for 9.3

1. Review of models complete.
2. Model(s) best suited to NCTC implemented.